Statutory Requirements

See the General and Fiscal Guidelines Statutory *Requirements*.

Per TEC §22.0834, any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines *Fingerprinting Requirement.*

1. The ECHS campus must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment.
2. The ECHS campus must provide a course of student that enables participation students in grades 9-12 to earn a high school diploma, earn and associate degree or up to 60 college credit hours.
3. The ECHS campus must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board in accordance with 19 Texas Administrative Code (TAC) §74.25.

TEA Program Requirements

See the General and Fiscal Guidelines, MENU *Program Requirements.*

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

1. The ECHS campus must establish a Leadership Design Team to guide the campus to begin serving students in the ECHS and provide leadership for the campus regarding ECHS. Leadership Design team members are outlined in the ECHS Blueprint.
2. The ECHS campus must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and social/emotional skills necessary for high school and college readiness and to be successful in rigorous academic and work-based educational experience

Program Specific Assurances

See the General and Fiscal Guidelines Provisions *and Assurances*.

The program-specific assurances are listed on the application.

1. Data report of projected student enrollment into the ECHS with percentage of demographics:
   * students who are at- risk as defined by PEIMS (TEC 29.081), race/ethnicity, first-generation
   * college students, English Learners, students who are economically disadvantaged, and
   * students with disabilities.
2. Leadership Team members, meeting dates, and agendas (including attendance) posted on the school's website.
3. Enrollment Guidelines that follow the enrollment requirements outlined in the statutory requirements of this grant. Enrollment Guidelines should clearly document enrollment policies and practices to

include admissions policies of performance-blind, open access systems that encourage and considers applications from all students or a weighted lottery that factors students who are at-risk as defined by the PEIMS (TEC §29.081) or who are part of the targeted subpopulations for ECHS.

4. Recruitment Plan that includes marketing materials (in English/Spanish) and timelines.
5. Stakeholder Input methods used to obtain input about the implementation of the program from students, parents, community, postsecondary partners, with regular activities to educate students, parents, counselors, community, district staff and school board members.
6. Academic year signed and dated memorandum of understanding (MOU) and course articulation agreement with one or more college partners that fulfills the statutory requirements of this grant. The agreement must address:
   - Curriculum alignment
   - Instructional materials
   - Instructional calendar
   - Courses of study that lead to an associate degree or up to 60 hours of college credit toward a baccalaureate degree
   - Student enrollment and attendance
   - Grading periods and policies
   - Administration of statewide assessments
   - Data-sharing policies and procedures
7. Plan of wrap-around strategies and services to provide academic and social/emotional support for student success to include:
   - Plan for academic mentoring of faculty and student supports for intervention and acceleration.
   - Counseling, guidance and student advisory services for academic and social/emotional support.
   - Social/emotional supports such as parent outreach, connections to social services when needed, and peer mentoring.